DOCUMENT RESUME

ED 072 698 FL 003 979

| | |
|---|---|
| AUTHOR | Glick, Toby; Gonzalez, Castor |
| TITLE | Content Analysis Schedule for Bilingual Education Programs: Bilingual Instruction for Spanish Speaking Pupils. |
| INSTITUTION | City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. |
| PUB DATE | 28 Jun 71 |
| NOTE | 39p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Biculturalism; *Bilingual Education; Cognitive Development; *Content Analysis; Curriculum Design; *Educational Finance; Elementary Grades; English; High School Students; Junior High School Students; Kindergarten Children; Learning Theories; *Mexican Americans; Preschool Children; Program Costs; *Program Evaluation; Self Esteem; Sociolinguistics; Spanish; Student Grouping; Tutoring |
| IDENTIFIERS | California; Marysville Joint Unified School District; *Project BEST |

ABSTRACT

This content analysis schedule for the bilingual program of the Marysville (California) Joint Unified School District presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following materials: a questionnaire on the attitude of parents toward bilingual education, a report on home visits within the program, and a description of the course, "Teaching the Bilingual Child." (SK)

VERIFIED BY PROJECT

# 75

Marysville, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 072698

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

| | 1st year | 2nd year | 3rd year |
|---|---|---|---|
| Evaluation design | | | |
| Interim evaluation | | | |
| Final evaluation | | | |
| Pre-audit | | | |
| Interim audit | | | |
| Final audit | | | |

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 003 979

Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

## TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| PROJECT IDENTIFICATION | | |
| 0.1 | Project Number | |
| 0.2 | Name of Project | 1 |
| 0.3 | Address of Project (number and street) | 1 |
| 0.4 | City and State of Project | 1 |
| 0.5 | State (checklist) | 1 |
| | | 1 |
| 1.0 | PROJECT HISTORY, FUNDING AND SCOPE | |
| | 1.1 Year Project Began under Title VII | |
| 2.0 | FUNDING | 1 |
| | 2.1 Funding of Bilingual Program, Prior to Title VII | |
| | 2.2 Year Prior Funding Began | 1 |
| | 2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program | 1 |
| | 2.4 Source of Prior Bilingual Program Funding | 1 |
| | 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program | 1 |
| | 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII | 1 |
| | 2.7 Source of Concurrent Funding | 1 |
| | 2.8 Total Title VII Grant (first year) | 1 |
| 3.0 | UNIVERSITY Involvement with Project | 1 |
| 4.0 | SCOPE OF PROJECT | 1 |
| | 4.1 Number of Schools Involved | |
| | 4.2 Students - total number | 2 |
| | 4.3 Students - grade level, number of classes, and number of students by grouped grade levels | 2 |
| | 4.4 Non-graded classes | 2 |
| | | 2 |
| PROCESS VARIABLES | | |
| 5.0 | STUDENTS (sociolinguistic) | |
| | 5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) | 2 |
| | 5.2 Cultural or Ethnic Identification of Target Students | 3 |
| | 5.3 Ethnic Identity of English Mother Tongue Students | 3 |
| | 5.4 Students' Native Language if Different from Dominant Language | 3 |
| | 5.5 Students' Dominant Language and Extent of Bilingualism | 3 |
| | 5.6 Recruitment of Students | 4 |
| | 5.7 Proportion of EMT Pupils in Project Area | 4 |
| | 5.8 Community Characteristics | 4 |
| | 5.9 Socio-Economic Status of N-EMT Participating Students | 4 |
| | 5.10 Socio-Economic Status of EMT Participating Students | 4 |
| | 5.11 Proportion of Migrant Students in Project | 4 |
| 6.0 | SOCIOLINGUISTIC SURVEY | |
| | 6.1 Existence of Survey | |
| | 6.2 Groups Included in Survey | 4 |
| | 6.3 Language Dominance by Domains and through Various Means of Communication | 4 |
| | 6.4 Determination of Students' Language Dominance (if not in Survey) | 4 |
| | 6.5 Survey Includes Determination of any Inter-Language in Community | 5 |
| | 6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift | 5 |
| | 6.7 EMT Parental Attitudes toward Second Language Learning | 5 |
| | 6.8 Student Attitudes toward Native and Second Language Learning | 5 |

0.3 Address of Project (number and street) 1
0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

| | | PAGE |
|---|---|---|
| | 8.10 Extent of Training | 8 |
| | 8.11 Proportion of Teachers Attending Training | 8 |
| 9.0 | TEACHERS' ATTITUDES | |
| | 9.1 Assesment of Teachers' Attitudes | 8 |
| 10.0 | STAFF PATTERNS | |
| | 10.1 Kinds of Staff Patterns | 9 |
| | 10.2 Staff | 9 |
| | 10.3 Pupils per Class | 9 |
| | 10.4 Aides/Paraprofessionals per Class | 9 |
| | 10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class | 9 |
| | 10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning | 9 |
| 11.0 | INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT | |
| | 11.1 Duration of Bilingual Education (Policy) | 9 |
| | 11.2 Projected Duration of Project Instruction through N-EMT Language (in years) | 9 |
| | 11.3 Grade When Second Language Learning Is Introduced | 9 |
| | 11.4 Projected Linking of Current Project to Future Bilingual Program | 10 |
| | 11.5 Projected Duration of Second Language Learning for English Dominant Students | 10 |
| | 11.6 Projected Duration of Learning in Native Language for N-E Dominant Students | 10 |
| | 11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant | 10 |
| | 11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant | 10 |
| | 11.13 Program Type - One Way | 11 |
| | 11.14 - 11.16 Instructional Time in and through Second Language for EMT Students | 11 |
| | 11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom | 11 |
| 12.0 | METHODS OF SECOND LANGUAGE TEACHING | 11-12 |
| 13.0 | DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE | |
| | 13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages | 12 |
| | 13.2 Relation of Reading and Writing to Listening, Speaking | 12 |
| | 13.3 Determination of Listening, Speaking Proficiency | 12 |
| | 13.4 Relationship of Learning Native and Second Language Reading Skills | 12 |
| | 13.5 Pe[illegible] Reading Is Introduced | 13 |
| | 13.6 Determination of Reading Readiness | 13 |
| | 13.7 Projected Grade for Grade Level Reading in Dominant and Second Language | 13 |
| | 13.8 Projected Grade for Grade Level Academic Achievement in Second Language | 13 |
| 14.0 | INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING | 13 |
| 15.0 | TREATMENT OF CHILD'S LANGUAGE | 14 |
| 16.0 | MATERIALS | |
| | 16.1 Reading Materials - Types | 14 |
| | 16.2 Reading Material in Child's Dialect | 14 |
| | 16.3 Materials and Techniques for Second Language Learning | 14 |
| | 16.4 Sources of Materials in Language other than English | 15 |
| | 16.5 Specific Bilingual/Bicultural Materials Used | 15 |
| 17.0 | STUDENT GROUPING | |
| | 17.1 Mixed or Separated by Dominant Language | 15 |
| | 17.2 Size of Groups | 15 |
| | 17.3 Criteria for Grouping | 15 |
| 18.0 | TUTORING | |
| | 18.1 Student Tutoring | 15 |
| | 18.2 Paraprofessional Tutoring | 15 |
| | 18.3 Parent Tutoring | 16 |
| | 18.4 Training of Parent Tutors | 16 |
| 19.0 | CURRICULUM PATTERNS | 16 |
| 20.0 | COGNITIVE DEVELOPMENT | |

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

verified by project



**bilingual education applied research unit**
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 75

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Toby Glick/Castor Gonzalez Date 6/28/71

0.2 Name of Project Bilingual Instruction for Spanish Speaking Pupils

0.3 Address of Project Marysville Joint Unified School District
504 S. St.-Del Monte Square
0.4 Marysville, Calif. 95901

.05 STATE 0.5 3

| | | |
|---|---|---|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - 1969
07 - 1970
17 - 1971
1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.1 1

2.2 Year prior funding began 2.2 N.S.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.3 2

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)
2.4 1,2

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned
2.5 1

0.3 Address of Project Marysville Joint Unified School District
504 S. St.-Del Monte Square
0.4 Marysville, Calif. 95901

.05 STATE 0.5 3

| | | |
|---|---|---|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No. 97 - 1969, 07 - 1970, 17 - 1971 1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.IOK funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 N.S.

2.3 Prior bilingual program involved: 2.3 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1,2
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 2,3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1.4
1-local 4-federal (specify)_____
2-state 5-other (specify) _____
3-university

info. from 2nd year document

2.8 Total Title VII grant (first year only) 2.8 $70,502.00

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 $62,960.00
other Fed. funds - $5000
local - $57,960 > $62,960 (discrepancies) total---$133,462.00

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: ..... 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 6

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other 7 schools

4.2 Total number of students in program A. First year C. 246-Mex.Am. 4.2 A 254
B. Second year B 350
C. Third year 180-Eng.speak. C 426
426

A. 154 Mex-Am. B. 200 100% Mex-Am.
100 Eng. speak. 150 100% Eng.speak.
254 350

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

| Grade | Number of Classes | Grade | Number of Classes |
|---|---|---|---|
| PS-PreSchool | 3 (45) | 7-grade 7 | 1 (25) |
| K-Kndgtn | 3 (45) | 8-grade 8 | 1 (24) |
| PSK 180 TOTAL NO. students PS and K | | 9-grade 9 | NS (15) |
| | | B 64 TOTAL students gr. 7-9 | |

| | | | |
|---|---|---|---|
| 1-grade 1 | 3 | 10-grade 10 | all together with 9th grade-15 |
| 2-grade 2 | 3 | 11-grade 11 | |
| 3-grade 3 | 1 | 12-grade 12 | |
| 4-grade 4 | 1 | C 0 TOTAL students gr. 10-12 | |
| 5-grade 5 | 1 | | |
| 6-grade 6 | 1 | | |
| A 159 TOTAL students gr. 1-6 | | | |

6th grade together with 7th&8th total 49

4.4 1-All classes graded 4.4 2
(2)-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 3 classes-K,1,2
2 " -3,4,5
1 class -6,7,8
1 " -9,10,11,12
2 periods/day

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

| | Non-English Dominant | English Dominant |
|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT<br>200<br>Mexican-American | II E-Dom - NEMT |
| 2. Total English Mother-Tongue | | $II_2$ E Dom - NEMT<br>150 Anglos |
| | I Total Non-English Dominant: 200 | II Total English Dominant: 150 |

| 5.0 | | No. | % |
|---|---|---|---|
| NE dom N-EMT | I | 200 | 58% |
| E dom NEMT | $II_1$ | 0 | ... |
| E-Dom EMT | $II_2$ | 150 | ... |
| Total E-Dom II= $II_1$ + $II_2$ | | 150 | 42% |

grade and total number of students by grouped grade levels (by second year)

| Grade | Number of Classes | Grade | Number of Classes |
|---|---|---|---|
| PS-PreSchool | 3 (45) | 7-grade 7 | 1 (25) |
| K-Kndgtn | 3 (45) | 8-grade 8 | 1 (24) |
| PSK 180 TOTAL NO. students PS and K | | 9-grade 9 | MS (15) |
| | | B 64 TOTAL students gr. 7-9 | |

| | | | |
|---|---|---|---|
| 1-grade 1 | 3 | 10-grade 10 | all together with 9th grade-15 |
| 2-grade 2 | 3 | 11-grade 11 | |
| 3-grade 3 | 1 | 12-grade 12 | |
| 4-grade 4 | 1 | C 0 TOTAL students gr. 10-12 | |
| 5-grade 5 | 1 | | |
| 6-grade 6 | 1 | | |
| A 159 TOTAL students gr. 1-6 | | | |

6th grade together with 7th&8th total 49

4.4 1-All classes graded
(2)-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 4.4 2

3 classes-K,1,2
2 " -3,4,5
1 class -6,7,8
1 " -9,10,11,12
2 periods/day

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

| | Non-English Dominant | English Dominant | 5.0 | | No. | % |
|---|---|---|---|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT | II E-Dom - NEMT | NE dom N-EMT | I | 200 | 58% |
| | 200 Mexican-American | | E dom NEMT | $II_1$ | 0 | ... |
| 2. Total English Mother-Tongue | | $II_2$ E Dom - EMT | E-Dom EMT | $II_2$ | 150 | ... |
| | | 150 Anglos | | | | |
| | I Total Non-English Dominant: 200 | II Total English Dominant: 150 | Total E-Dom II= $II_1$ + $II_2$ | | 150 | 42% |

| KEY: | Non-English Dominant | English Dominant |
|---|---|---|
| | N-E Dom N-EMT | E-Dom N-EMT |
| Non-English Mother Tongue | Example: a native Spanish speaker who uses Spanish in most contacts though he may know English | Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work. |
| | N-E Dom - EMT | E-Dom - EMT |
| English Mother Tongue | Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant | Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation |

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

| Indigenous Americans: | | Number | Per Cent of Total Students | if inferred, check (✓) |
|---|---|---|---|---|
| A1 Navajo | A1 | ..... | ..... % | ..... |
| A2 Cherokee | A2 | ..... | ..... % | ..... |
| A3 Other (specify) | A3 | ..... | ..... % | ..... |
| A TOTAL No. of American Indian A | | ..... | ..... % | ..... |
| **Americans of other ethnic backgrounds:** | | | | |
| B1 Mexican-American | B1 | 200 | 58 % | X |
| B2 Puerto-Rican | B2 | ..... | ..... % | ..... |
| B3 Cuban | B3 | ..... | ..... % | ..... |
| B4 Other Spanish-American (specify) | B4 | ..... | ..... % | ..... |
| B TOTAL No. of Spanish-speaking Americans | B | 200 | 58 % | X |
| C Portuguese-American | C | ..... | ..... % | ..... |
| D Franco-American | D | ..... | ..... % | ..... |
| F Chinese-American | F | ..... | ..... % | ..... |
| G Eskimo | G | ..... | ..... % | ..... |
| H Russian | H | ..... | ..... % | ..... |
| J Other | J | ..... | ..... % | ..... |
| I TOTAL number of N-EMT target students | C p.5<br>C p.4 Addendum | 200 | 58 % | X |

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

| | | | |
|---|---|---|---|
| E1 Anglo | E1 150 | 42 % | 0 |
| E2 0 | E2 0 | 0 % | 0 |
| II TOTAL number of EMT students other than target population | 150 | 42 % | 0 |

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 0

| Dominant language | Different Native Language (specify) | Number | Per Cent |
|---|---|---|---|
| 1-English | 0 | 0 | 0 |
| 2-Spanish | 0 | 0 | 0 |

5.5 Students' Dominant Language and Extent of Bilingualism

| Dominant language of students in program | Number of Monolingual Students | | Number of students Bilingual to any extent | |
|---|---|---|---|---|
| Number | % | not | | |

| | | | | |
|---|---|---|---|---|
| B2 Puerto-Rican | B2 ..... | ..... % | ..... |
| B3 Cuban | B3 ..... | ..... % | ..... |
| B4 Other Spanish-American (specify) | B4 ..... | ..... % | ..... |
| B TOTAL No. of Spanish-speaking Americans | B 200 | 58 % | X |
| C Portuguese-American | C ..... | ..... % | ..... |
| D Franco-American | D ..... | ..... % | ..... |
| F Chinese-American | F ..... | ..... % | ..... |
| G Eskimo | G ..... | ..... % | ..... |
| H Russian | H ..... | ..... % | ..... |
| J Other | J ..... | ..... % | ..... |
| I TOTAL number of N-EMT target students | C p.5 C p.4 Addendum | 200 | 58 % | X |

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

| | | | |
|---|---|---|---|
| E1 0 Anglo ..... | E1 150 | 42 % | 0 |
| E2 0 ..... | E2 0 | 0 % | 0 |
| II TOTAL number of EMT students other than target population | 150 | 42 % | 0 |

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 0

| Dominant language | (specify) Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | 0 | 0 | 0 |
| 2-Spanish | 0 | 0 | 0 |

5.5 Students' Dominant Language and Extent of Bilingualism

| Dominant language of students in program | | | | Number of Monolingual Students | | | Number of students Bilingual to any extent | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | | % | not spec. | No. | % | not spec. | only listening comprehension No. | % | speaking ability No. | % |
| E 150 | English | 42 | .... | 150 | 100 | .... | .... | .... | .... | .... |
| A ..... | American Indian | ... | ... | .... | ... | ... | ... | ... | ... | ... |
| A1 ..... | Navajo | ... | ... | .... | ... | ... | ... | ... | ... | ... |
| A2 ..... | Cherokee | ... | ... | .... | ... | ... | ... | ... | ... | ... |
| A3 ..... | Keresan | ... | ... | .... | ... | ... | ... | ... | ... | ... |
| A4 ..... | Other (spec.) | ... | ... | .... | ... | ... | ... | ... | ... | ... |
| B 200 | Spanish | 58 | X | 200 | 100 | X | ... | ... | ... | ... |
| C ..... | Portuguese | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| D ..... | French | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| F ..... | Chinese | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| G ..... | Eskimo | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| H ..... | Russian | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| J ..... | Other (spec.) | ... | ... | ... | ... | ... | ... | ... | ... | ... |

C* 4

*C - Continuation document 1970

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

E-Dom.

5.7 Proportion of ~~EMT~~ pupils in project area: see Chart C 5.7 9.5
n.s.- not specified on the chart for second year ; first year data used

5.8 Community Characteristics (mark ally that apply) 5.8 3,4,5

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb 40%
C 4 4 - rural 50%
5 - other (specify) migrant children 10%

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100%
B. Average family income, if mentioned B. NS
C 4 n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 NS
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 10%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II not made

| | I for N-EMT group | II for EMT group |
|---|---|---|
| 1 was made | ..... | ..... |
| 2 will be made | ..... | ..... |
| 0 not mentioned | ..... | ..... |

see Attachments #1 and 2 for Report of Home Visit and Parent Attitude to Bilingual Education Questionnaire

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2,3,4
II .....

| | I N-EMT | II EMT |
|---|---|---|
| 1 parents | X | ..... |
| 2 children | X | ..... |
| 3 teachers | X | ..... |
| 4 community | X | ..... |
| 5 others (specify) | ..... | ..... |

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb 40%
C 4 4 - rural 50%
5 - other (specify) migrant children 10%

5.9 A. Socio-economic status of N-MT participating students (indicate specific percent of low SES) — 5.9 A. 100%
B. Average family income, if mentioned — B. NS
C 4 n.s. - not specified

5.10 Socio-economic status of MT participating students (indicate specific percent of low SES on the blank) — 5.10 NS
n.a. - not applicable (no MT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 10%
n.s. - not specified

## 6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 1
II not made

| | I for N-MT group | II for MT group |
|---|---|---|
| 1 was made | ..... | ..... |
| 2 will be made | ..... | ..... |
| 0 not mentioned | ..... | ..... |

see Attachments #1 and 2 for Report of Home Visit and Parent Attitude to Bilingual Education Questionnaire

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I 1,2,3,4
II .....

| | I N-MT | II MT |
|---|---|---|
| 1 parents | X | ..... |
| 2 children | X | ..... |
| 3 teachers | X | ..... |
| 4 community | X | ----- |
| 5 others (specify) | ----- | ----- |

6.3 Language dominance of N-MT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A X
B X
C X

| | USE NON-ENGLISH LANG. | | | | USE ENGLISH | | | |
|---|---|---|---|---|---|---|---|---|
| DOMAINS: | LISTENING | SPEAKING | READING | WRITING | LISTENING | SPEAKING | READING | WRITING |
| 1 Home | A-B | A-B-C | A-B | A-B | B | B | B | B |
| 2 Church | A-B | A-B | 0 | 0 | B | B | | |
| 3 School | B-C | B-C | B-C | B-C | B-C | B-C | B-C | B-C |
| 4 Work | A-C | A-C | C | C | C | C | C | C |
| 5 Socializing | A-B-C | A-B-C | | | | | | |
| 6 Neighborhood | A-B | A-B | 0 | | B | B | B | B |
| 7 film-TV-radio | A-B-C | A-B-C | 0 | | | | | |
| 8 Magazines, news | | | | | | | | |
| 9 Others (specify) | | | | | | | | |

C p.9 Eg. pre-school #1

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2,3, II 0

| | I N-EMT | II EMT |
|---|---|---|
| 1-inferred by use of surname | ... | ... |
| 2-established by formal testing of students | X | ... |
| 3-assessed by informal means (specify how) | X | ... |
| 4-not mentioned | X | ... |

3-language assessment by teacher & coordinator

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1

C 7,p.22
1-yes "approval of bilingual program" yes/no during home visit
0-no See Report of Home Visit.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7

1-yes Beautiful responses as far as verbal communication between teachers,
0-no parents, principals, and coordinator but none on a written survey.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1

C 6 "eager to learn"
1-yes Coordinator's role: to give parent questionnaires.
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3

C 14 #1 copy enclosed of questionnaire
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) meetings with parents reveal approval of N-EMT maintenance (Maintenance instructional programs)

See XEROX ATTACHMENT #1

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NS

C 7
0-not mentioned The coordinator who works quite closely with teachers, parents, and principals discusses those responses which were given to him by parents in order to improve the program.

7.0 STAFF SELECTION

C 9 **7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

X Language dominance not specified
X Mother tongue not specified
... not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 1

C 7,p.22
1-yes "approval of bilingual program" yes/no during home visit
0-no See Report of Home Visit.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 .....

1-yes Beautiful responses as far as verbal communication between teachers,
0-no parents, principals, and coordinator but none on a written survey.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 1

C 6
"eager to learn"
1-yes Coordinator's role: to give parent questionnaires.
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 3

C 14
#1 copy enclosed of questionnaire
See XEROX ATTACHMENT #1

1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) meetings with parents reveal approval of N-EMT maintenance (Maintenance instructional programs)

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 11$

C 7
0-not mentioned The coordinator who works quite closely with teachers, parents, and principals discusses those responses which were given to him by parents in order to improve the program.

7.0 STAFF SELECTION

C 9 ** 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

X Language dominance not specified
X Mother tongue not specified
... not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

| | A-Monolingual | B-Bilingual |
|---|---|---|
| I N E Dom. NEMT | N= | N= 8 |
| II E Dom EMT | N= 2 | N= |
| $II_1$ E Dom NEMT | N= | N= |

monolingual teachers understand more than can speak

A Total Number Monolingual .2.....

B Total Number Bilingual ..8.....

Total Number of Teachers N .10. . .

7.1

| | | No. | % |
|---|---|---|---|
| I | A | ___ | ___ |
| I | B | 8 | 80 |
| II | A | 2 | 20 |
| II | B | .... | .... |
| $II_1$ | A | ___ | ___ |
| $II_1$ | B | ___ | ___ |
| | A | 2 | 20 |
| | B | 8 | 80 |
| | N | 10 | |

C 9 Pre-school: "The addition of two native speaking Mexican-American teachers & two Spanish speaking teacher aides to our existing staff would be needed."

** 7.1--C 10 Teachers and teacher aides of the Spanish classes will be native speakers of Spanish from the local Mexican-American community.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

X Language dominance not specified
____ Mother tongue not specified
____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

| | A Monolingual | B Bilingual |
|---|---|---|
| I N-E Dom N-EMT | 0 | 9 Spanish |
| II E Dom EMT | 0 | |
| II E Dom N-EMT | | |

| 7.2 | No. | % |
|---|---|---|
| I A | — | — |
| I B | 9 | 100 |
| II A | 0 | — |
| II B | 0 | — |
| II A | 0 | — |
| II B | 0 | — |
| A | 0 | 0 |
| B | 9 | 100 |
| N | 9 | |

| A Total Number Monolingual | B Total Number Bilingual | N Total Number of aides or paraprofessionals |
|---|---|---|
| 0 | 9 | 9 |

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language (Both languages)

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified Spanish & English

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

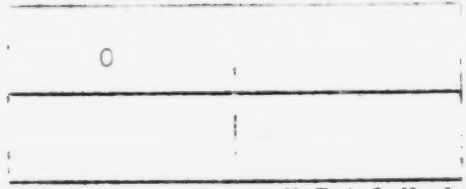
0-language(s) used by bilingual aides not specified Spanish & English

7.5 Cultural affiliation of teachers, aides, project director and evaluators by

C 10

II E Dom
E-NT

II E Dom
1 N-E-NT




II B 0
II A 0
II 1 B 0
A 0 0
B 9 100
N 9

| A Total Number Monolingual | B Total Number Bilingual | N Total Number of aides or paraprofessionals |
|---|---|---|
| 0 | 9 | 9 |

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language (Both languages)

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified Spanish & English

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
C 10 1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified Spanish & English

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

| A. Teachers | No. | % | B. Aides | No. | % | C. Proj. Director | D. Evaluator(s) | No. | % |
|---|---|---|---|---|---|---|---|---|---|
| Pre-school through H.S. | 6 (bilingual) | | Pre-school-8th | 9 (bilingual) | | Monolingual | Bilingual | 1 | |
| | | | | | | | | | |
| K & Jr. High | 2 (monolingual) | | -0- | | -0- | -0- | -0- | -0- | -0- |
| | | | | | | | | | |

0-not specified

7.6 Selection of N-EIT teachers from local community
0-not specified
Number of N-EIT program teachers from local community ..... 7.6 No. NS % ___
and % ..... of total N-EIT teachers.

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students:
indicate specific percent on the blank, or if specified descriptively,

7.7 A No. 4 % 80
B 9 100

At least; teachers & teacher aides of the Spanish classes will be native speakers of Spanish from the local Mexican-American community.
C 10

A = teachers
B = aides
(all)

1-few
2-some
3-many
4-most
5-more than half
0-not specified
6--all

80% bilingual 8
20% monolingual 2
teachers----10

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) no.'s 7.8 2,4,5,8,9,10,11,15

n.s.-qualifications not specified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2) g. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ... previous teaching through N-EIT (in country where it is a native language, in Peace Corps)
C 10 — (4) 10 previous teaching in local area
(5) 10 courses in N-EIT language structure and usage
6. ... courses in N-E literature
7. ... content (e.g. Social Studies) courses learned through N-EIT
8. ... any previous education through N-EIT
(9) 10 courses in teaching ESL
(10) 10 courses in methods of teaching N-EIT language
I 10 (11) 10 courses in methods of teaching content (e.g. math)in N-EIT
12. ... certification in ESL
13. ... certification in teaching N-EIT
14. ... cross cultural courses
(15) 10 courses in the cultural heritage, values, deep culture of N-EIT
16. ... other qualifications, specify

8.0 STAFF DEVELOPMENT see Attachment #3

8.1 A 1,2,6,8,0
B 1,2,6

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)
I Sec. J. /

| | A. For Teachers | B. For Para-professionals |
|---|---|---|
| n.s.-Training indicated, but nature not specified | | |
| 1-English as their second language | X | X |
| 2-The teaching of English as a second language | X | X |
| 3-X as their second language | | |
| 4-The teaching of X as a second language | | |
| 5-Methods of teaching other academic subjects | | |
| 6-Methods of teaching other academic subjects in X language | X | X |

4-most
5-more than half
0-not specified
6--all

20% monolingual 2
teachers----10

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) no.'s 7.8 2,4,5,8,9,10,11,15

n.s.-qualifications not spcified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2) ..8.. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ... previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
(4) 10 .. previous teaching in local area
(5) 10 .. courses in N-EMT language structure and usage
6. ... courses in N-E literature
7. ... content (e.g. Social Studies) courses learned through N-EMT
8. ... any previous education through N-EMT
(9) 10 .. courses in teaching ESL
(10) 10 .. courses in methods of teaching N-EMT language
(11) 10 .. courses in methods of teaching content (e.g. math)in N-EMT
12. ... certification in ESL
13. ... certification in teaching N-EMT
14. ... cross cultural courses
(15) 10 .. courses in the cultural heritage, values, deep culture of N-EMT
16. ... other qualifications, specify

8.0 STAFF DEVELOPMENT see Attachment #3

8.1 A 1,2,6,8,10
B 1,2,6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

| | A. For Teachers | B. For Para-professionals |
|---|---|---|
| n.s.-Training indicated, but nature not specified | | |
| 1-English as their second language | X | X |
| 2-The teaching of English as a second language | X | X |
| 3-X as their second language | | |
| 4-The teaching of X as a second language | | |
| 5-Methods of teaching other academic subjects | | |
| 6-Methods of teaching other academic subjects in X language | X | X |
| 8--teaching the bilingual child | | |
| 10--teaching reading to Spanish speaking pupils | | |

I Sec. J. /

I 11 Sec 1 course 2 parts

8.2 Stated goals of teacher training are: I 1,5,6,7,8,9,10 II same

| | Students I N-EMT | Students II EMT |
|---|---|---|
| 1-Understanding of socio-cultural values and practices of | X | X |
| 2-Cross-cultural training | | |
| 3-Sensitivity to ethnocentricism and linguistic snobbery | | |
| 4-Awareness of the social-emotional development of | | |
| 5-Strategies for accomodating the different learning styles of | X | X |
| 6-Strategies for cognitive development of | X | X |
| 7-Strategies for reinforcing the self-esteem of | X | X |
| 8-Methods of cross-cultural teaching or teaching the bicultural component | X | X |
| 9-Formulation of pupil performance objectives | X | X |
| 10-Methods of evaluation of pupil performance objectives | X | X |

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,2,3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) In-Service Courses

8.6 Paraprofessional's role: 8.6 1,2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Personal experiences Research-Educational Background
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B 1

| | A for teachers | B for aides |
|---|---|---|
| 0-not specified | | |
| I 10 1-University faculty | X | X |
| 2-project's Master Teachers | | |
| 3-project's teachers | | |
| 4-other (specify) | | |

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 120 100% of 22a teacher & 3 aide participation
1-bilingual
2-bicultural
3-N-NT (specify background)

8.9 Training is provided: 8.9 2
1-during a summer session
C 6 2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5 6 3 hrs. 7

I Sec. A 1-approximately equivalent to a college course
J. p.10 2-more than one course
3-less than one course
4-other (specify) 8.3 hrs. monthly extra for curriculum days

B (indicate no. of hours)
5 ____ weekly
6 3 hrs. monthly
7 ____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 no. 9 % 100%
I p.3 Sec. C or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
6-most
7-many
8-few
9-other (specify) all

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) In-Service Courses

8.6 Paraprofessional's role: — 8.6 ~~1,2,3,4~~,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? ~~Personal experiences Research-Educational Background~~
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1 B 1

| | A for teachers | B for aides |
|---|---|---|
| 0-not specified | | |
| I 10 1-University faculty | X | X |
| 2-project's Master Teachers | | |
| 3-project's teachers | | |
| 4-other (specify) | | |

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8 1 2 0 100% of 22a teacher & 3 aide participation

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 2
1-during a summer session
C 6 2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1 B 5 6 3 hrs. 7

| | B (indicate no. of hours) |
|---|---|
| I Sec. A 1-approximately equivalent to a college course | 5 ____ weekly |
| J. p.10 | 6 3 hrs. monthly |
| 2-more than one course | 7 ____ bi-monthly |
| 3-less than one course | |
| 4-other (specify) 6.3 hrs. monthly extra for curriculum days | |

8.11 Number and Proportion of teachers attending training: — 8.11 no. 9 % 100%

I p.3 Sec. C

| | or: if specified descriptively, indicate: |
|---|---|
| 0-not specified | 6-most |
| 1-100% | 7-many |
| 2-more than 75% | 8-few |
| 3-50-74% | 9-other (specify) all |
| 4-25-50% | |
| 5-1-24% | |

## 9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 4,5,6,7,11

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

C 6-no not formal assessment

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire see addendum Questionnaire attached
8-other (specify)
11--to the course they attended

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) Bilingual Education Coordinator (daily visits & answers to questions).

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 4

10.2 1,2,4

10.3 Average number of pupils per class:
C 4 0-not specified

10.3 25

10.4 Average number of aides or paraprofessionals per class:
C 32 0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: All bilingual-bicultural
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified
by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2

by 3,4,5,6,7,8 most of the time

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

| N-EMT language will be maintained in program: (mark all that apply) | I | II | $II_1$ |
|---|---|---|---|
| | NE DOMINENT | E DOMINENT | E DOMINENT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | X | 0 | |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | X | 0 | |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | | | |

11.1 I 1
II 0
$II_1$ 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?
C 4

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 (8) 9 10

11.2 8

(if specified in terms of a condition, please state it -

10.4 Average number of aides or paraprofessionals per class: 10.4 1
C 32 0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per class: All bilingual-bicultural 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

by 3,4,5,6,7,8 most of the time

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

| 11.1 Duration of Bilingual Education (policy) | I | II | $II_1$ |
|---|---|---|---|
| N-EMT language will be maintained in program: (mark all that apply) | N-E DOM-NEMT | E DOM-EMT | E DOM-NEMT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | X | 0 | |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | X | 0 | |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | | | |

11.1 I 1
II 0
$II_1$ 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 8
C 4

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 (8) 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 $I_1$ 8,13,14
code: C= N.A. (if no EMT) II 1-8,13,14
$II_1$

| for each group | N.A. | 13= Pre-K | 14= K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I N-E DOM | | X | X | X | X | X | X | X | X | X | X | | | | |
| II E DOM | | X | X | X | X | X | X | X | X | X | X | | | | |
| $II_1$ E DOM/NEMT | | | | | | | | | | | | | | | |

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

| code: | 00 (if no EMT) | 0 not mentioned | grades 1-3 | 4-6 | 7-9 | 10-12 | 13-college | 14 Voc. training |
|---|---|---|---|---|---|---|---|---|
| I E-DOH | ... | ... | ... | ... | X | ... | ... | ... |
| II E-DOH - EMT | ... | ... | ... | ... | X | ... | ... | ... |
| III E-DOH/NEMT | ... | ... | ... | ... | ... | ... | ... | ... |

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 7-9...
I$_2$ 7-9...
II .....

11.5 Second language learning for English dominant students is projected through grade:

| code: | 00 if no EMT | 0 not specified | grades 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II EMT | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | X | ... | ... | ... |
| II$_2$ N-EMT/E Dom | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

11.5 I$_2$ 00...
II .....

11.6 Learning in their native language for Non-English dominant students is projected through grade:

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.6 ..9.....

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

I 16 Sec. L.

code: O=not specified m=math s = science ss = social studies

| | 11.7 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | | | | 3 |
| 4 | 50% | 45 min per subject | all subjects except ESL | 4 50% |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | ungraded | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 00 II

| code: | 00 if no N-E-T | 0 not specified | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II N-E-T | | | | | | | | | | | X | | | |
| IIb N-E-T/E Dom | | | | | | | | | | | | | | |

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 9

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E-T students who are N-E dominant is:

I 16 Sec. L.

code: 0=not specified m=math s = science ss = social studies

| | 11.7 Min. per day of instruction through N-E-T | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-E-T |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | | | | 3 |
| 4 | 50% | 45 min per subject | all subjects except ESL | 4 50% |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | ungraded | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.10 The amount of instructional time in and through their native language for N-E-T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E-T, E dom students

| | 11.10 Min. per day of instruction through N-E-T | Total Min. per day of any instruction | 11.11 Subjects taught in native lang. | 11.12 % of time per day of instruction through N-E-T |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | about 50% of the day | it varies with subjects & students' abilities | M;SS;Health; History | 1 |
| 2 | | | | 2 50% of the day & |
| 3 | | | | 3 it may vary on |
| 4 | | | | 4 different days |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | 2 periods per day | | | 9 50 % |
| 10 | | | | 10 50 % |
| 11 | ungraded | | | 11 |
| 12 | | | | 12 |

(OVER)

11.7

1. Expanded experiences with the environment so that concepts may be acquired and clarified through a.) field trips, excursions, visitors, b.) filmstrips, motion pictures, pictures, realia.

2. Improvement and extension of the native language Spanish so that the mother tongue may be refined through one hundred oral lessons in Spanish based upon the Ann Arbor, Michigan materials prepared by the Foreign Language Innovative Curriculum Series Committee (dialogues, games, jingles, rhymes, stories, etc.). Stories, conversation, poetry provided by the teacher aide and/or teacher if she is a native speaker.

3. Literacy in Spanish so that pupils may make use of printed materials in their native language through a.) reading readiness activities in Spanish, b.) sound symbol correspondence lessons, c.) skill development in using structure and context clues in reading, d.) reading vocabulary development and enrichment, e.) comprehension skills and study skills.

4. Proficiency in oral English will stress listening comprehension and speaking fluency through records, tapes, lesson plans and teaching manual, use of listening posts, tape recorder and informal exchange among English speaking peers.

5. Literacy in English commensurate with the language strengths and development of the learners through many approaches to reading.

6. Achievement in subject matter areas of arithmetic, science, social science and other content specialties through manipulative materials for developing quantitative concepts, new math in Spanish, adaptations in Spanish of existing materials at suitable levels, practice in computational skills, science concepts developed and explained in Spanish, health and safety practices presented pictorially and verbally in Spanish, social science concepts: family, neighborhood, community, art, music and literature.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-E.T-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students

11.13 ...1...

C4

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

| | 11.14 Min. per day of instruction through N-E.T | Total min. per day of any instruction | 11.15 Subjects taught in second lang. | 11.16 % of time per day of instruction through N-E.T |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | | | | 1 |
| 2 | no more than an | | | 2 |
| 3 | hr a day | NA | SSL | 3 1/10 per day |
| 4 | | | (Spanish as a | 4 |
| 5 | | | Second Language) | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | ungraded | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson. whenever needed
7-the teacher uses English and the paraprofessional then translates the same material for N-E.T pupils.
8-other (summarize)

| | of instruction through N-EMT | day of any instruction | in second lang. | of instruction through N-EMT |
|---|---|---|---|---|
| Prek | | | | Pre K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | no more than an | | | 3 |
| 4 | hr a day | HA | SSL | 4 1/10 per day |
| 5 | | | (Spanish as a | 5 |
| 6 | | | Second Language) | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | ungraded | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson. whenever needed
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

I = Initial proposal

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination of methods) 12.0 1 2a

I 1st yr 16, Sec. L.

Curric.

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

| | I | | II | |
|---|---|---|---|---|
| | Non Eng dom students | | Eng dom students | |
| | A in dom lang | B in second lang | A in dom lang | B in second lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

| | | | |
|---|---|---|---|
| 13.1 Second language listening-speaking skills are learned: | | | 13.1 IB 2<br>IIB NA |
| 1-concurrently with dominant language listening-speaking skills | --- | --- | |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | X | NA | |
| 3-a specified period of time after listening-speaking skills in dominant language taught | --- | --- | |
| 4-before any specified level of listening-speaking competence achieved in dominant language | --- | --- | |
| 13.2 ALM sequence followed: | | | 13.2 IA 1<br>IB<br>IIA<br>IIB |
| 1-Listening-speaking proficiency precedes introduction of reading | X | | |

declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

ALM* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

| | I Non Eng dom students | | II Eng dom students | |
|---|---|---|---|---|
| | A in dom lang | B in second lang | A in dom lang | B in second lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 2
IIB NA

| | | | | |
|---|---|---|---|---|
| 1-concurrently with dominant language listening-speaking skills | | --- | | --- |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | | X | | NA |
| 3-a specified period of time after listening-speaking skills in dominant language taught | | --- | | --- |
| 4-before any specified level of listening-speaking competence achieved in dominant language | | --- | | --- |

13.2 ALM sequence followed:

13.2 IA 1
IB
IIA
IIB

| | | | | |
|---|---|---|---|---|
| 1-Listening-speaking proficiency precedes introduction of reading | X | --- | --- | --- |
| 1st yr 13, Sec.K. 2-Reading is taught concurrently with listening-speaking skills | --- | --- | --- | --- |
| 3-Learning to read overlaps learning of listening-speaking skills | --- | --- | --- | --- |
| 4-There is some overlap between learning to read and to write | --- | --- | --- | --- |

13.3 Listening-speaking proficiency determined by:

13.3 IA
IB 2
IIA
IIB 2

| | | | | |
|---|---|---|---|---|
| 1-measure of listening-speaking proficiency | --- | --- | --- | --- |
| 1st yr. 19, Sec.M Eval. 2-informal assessment by teacher | --- | X | --- | X |

13.4 Second language reading skills are learned:

13.4 IB 3
IIB 3

| | | | | |
|---|---|---|---|---|
| 1-concurrently with learning to read in dominant language | | --- | | --- |
| 2-after a specified level of dominant language reading competence achievement | | --- | | --- |
| ** 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) | | X | | X |
| 4-before learning to read in dominant language | | --- | | --- |

**3a-and also, may I say, after they have had quite a bit of ESL/SSL

C 2nd yr. p.3

| | I Non Eng dom students A dom lang | I B second lang | II Eng dom students A dom lang | II B second lang | |
|---|---|---|---|---|---|
| 13.5 Reading is introduced: 4-individually, when child is ready or at a specific time during grade: K | X | | X | | 13.5 IA K |
| 1 | | | | | IB |
| 2 | | | | | IIA K |
| 3 | | | | | IIB |
| 13.6 Reading readiness is determined by: 1-test of reading readiness | | | X | | 13.6 IA 2 |
| 2-informal teacher assessment | X (2) | | (1) | | IB |
| | | | | | IIA 1 |
| C p.5 | | | | | IIB |
| 13.7 Grade level reading is expected: 1-in first grade | X (1) | | X (1) | | 13.7 IA 1, |
| 2-in second grade | | X (2) | | X (2) | IB 2 |
| C 2nd yr. p.7 2.0 3-in third grade | | | | | IIA 1, |
| 4-in fourth grade | | | | | IIB 2 |
| 5-in fifth grade | | | | | |
| 6-in sixth grade | | | | | |
| 7-other (specify) | | | | | |

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2
IIB 10 hard to tell

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)
10-hard to determine

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 4
II 1

| | I = N-E dom students | II = E dom students |
|---|---|---|
| 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. | | X |
| 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. | X | |

13.6 Reading readiness is determined by:

| | | | | | |
|---|---|---|---|---|---|
| 1-test of reading readiness | ___ | ___ | X | ___ | 13.6 IA 2 |
| 2-informal teacher assessment | X (2) | ___ | ___ (1) | ___ | IB ___ |
| | | | | | IIA 1 |
| C p.5 | | | | | IIB ___ |

13.7 Grade level reading is expected:

| | | | | | |
|---|---|---|---|---|---|
| 1-in first grade | X (1) | ___ | X (1) | ___ | 13.7 IA 1 |
| 2-in second grade | ___ | X (2) | ___ | X (2) | IB 2 |
| C 2nd yr. p.7 2.0 3-in third grade | ___ | ___ | ___ | ___ | IIA 1 |
| 4-in fourth grade | ___ | ___ | ___ | ___ | IIB 2 |
| 5-in fifth grade | ___ | ___ | ___ | ___ | |
| 6-in sixth grade | ___ | ___ | ___ | ___ | |
| 7-other (specify) | ___ | ___ | ___ | ___ | |

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2 IIB 10 hard to tell

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)
10-hard to determine

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 4 II 1

| | I = N-E dom students | II = E dom students |
|---|---|---|
| 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. | | X |
| 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. | X | ___ |
| 3-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development. | ___ | ___ |
| 4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). | X | ___ |
| 5-Different academic content is taught in the second language from that which is taught in the native language. | ___ | ___ |
| 0-not specified | ___ | ___ |
| 6-other (specify) | | |

15.0 TREATMENT OF CHILD'S LANGUAGE:

| | I Non Eng. dom. students A -in dom. lang. | B 2nd lang. | II Eng. dom. students A Eng. | B 2nd lang. |
|---|---|---|---|---|
| 1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form. | ___ | ___ | ___ | ___ |
| 2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. | ___ | ___ | ___ | ___ |
| 3-Other (specify) | ___ | ___ | ___ | ___ |
| 0-Not specified | ___ | ___ | ___ | ___ |

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1st yr. 17, Sec. L. Curriculum

| | 16.1 IA | IB | IIA | IIB |
|---|---|---|---|---|
| 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) | 1 | | 1 | |
| 2-Basal readers | ___ | ___ | ___ | ___ |
| 3-Dialect readers | ___ | ___ | ___ | ___ |
| 4-Experience charts (stories dictated by children) | ___ | ___ | ___ | ___ |

16.2 If some reading material is in the child's dialect, indicate how long it is used:

| | 16.2 IA | IIA |
|---|---|---|
| 1-Grade 1 | NA | |
| 2-Grade 2 | | |
| 3-Grade 3 | | |
| 4-Beyond Grade 3 | | |
| 0-not specified | | |

16.3 The following are techniques and materials used for second language learning:

1st yr. 16 Sec. L. Curriculum

| | | |
|---|---|---|
| 0-none specified | ___ | ___ |
| 1-pattern drills | X | X |
| 2-dialog memorization | X | X |
| 3-choral repetition | X | X |
| 4-songs | X | X |
| 5-programmed instruction | X | X |
| 6-stories read to children | X | X |

control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1st yr. 17, Sec. L. Curriculum

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA 1 IB II A 1 IIB

2-Basal readers — — — —

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) — — — —

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1 16.2 IA N A II A ___

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified — —

1st yr. 16 Sec. L. Curriculum

1-pattern drills X X

2-dialog memorization X X

3-choral repetition X X

4-songs X X

5-programmed instruction X X

6-stories read to children X X

AUDIO VISUAL AIDES

7-films, filmstrips X X

8-flannel or magnetic boards X X

9-realia, graphic displays X X

10-records, tapes X X

11-listening centers X X

12-multi-media approach X X

Experiential:

13-role playing X X

14-puppetry X X

15-experience charts X X

16-primary typewriter X X

17-learning through direct experience with materials e.g. Montessori X X

18-activity centers-chosen by child X X

19-other (specify) — —

Learning outside the classroom:

20-field trips X X

21- suggested TV programs X X

22-other (specify) X X

INFORMAL EXCHANGE AMONG ENGLISH SPEAKING PEERS IN A VARIETY OF GAMES, PHYSICAL EDUCATION CLASSES, ART AND MUSIC EXPERIENCES ACCOMPANIED BY ENGLISH.

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 1,2,3,4,7,9,10, II

0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined) holidays, traditions and customs of N-E country are developed
8-are cross cultural
9-commercially prepared and published in the U.S.
some---
10-are translations of U.S. texts - math
I 16,17
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified
1-xerox attached-page and document I 17 Sec. I5

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2,3,4,5,6

0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 1A,2A,3A

| | A-more than ½ the time | B Less than ½ the time |
|---|---|---|
| 0-not specified | | |
| 1-total class | X | |
| 2-small groups (specify size) | X | |
| 3-individual instruction | X | |

17.3 Criteria for grouping:

| 0-not specified | Students I Non Eng dom | II Eng dom EMT | II$_1$ Eng dom NEMT |
|---|---|---|---|
| 1-by age & grade | X | | X |
| 2-by native language | X | | |
| 3-by dominant language | X | | |

(specify how this is determined) holidays, [illegible]

8-are cross cultural are developed
some--- 9-commercially prepared and published in the U.S.
10-are translations of U.S. texts - math
I 16,17 11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document I 17 Sec. L5

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2,3,4,5,6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1A,2A,3A
(mark all that apply)

| | A-more than ½ the time | B Less than ½ the time |
|---|---|---|
| 0-not specified | | |
| 1-total class | X | |
| 2-small groups (specify size) | X | |
| 3-individual instruction | X | |

17.3 Criteria for grouping:

| 0-not specified | I Non Eng dom | Students II Eng dom EMT | II$_1$ Eng dom NEMT |
|---|---|---|---|
| 1-by age & grade | X | | X |
| 2-by native language | X | | |
| 3-by dominant language | X | | |
| 4-by language proficiency (ex. level of reading skill) | | | |
| n.a. not applicable (no E.dom/NEMT) | | NS | NS |

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 1,2,3,4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students) — because they're bilingual
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1,2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student) - bilingual
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 5,6

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2,3,4,5,6,7,8, (10)

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
I 19 5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

All the H-200 lessons are planned so that students can cook, buy from grocery stores and feel, taste, smell around their community. Visits are made to Police Station, Fire Station, snow trips, etc. Also, we use Sesame Street and Electric Co. Hour every day.

20.0 COGNITIVE DEVELOPMENT C p. 1-15 Bilingual Curriculum Report

* 20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4,5
0-method not mentioned
1-structured envirionment rich with materials child can manipulate
I Curric. order, compare, match for perceptual-motor development
Sec. L 16 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification;

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2,3,4,5,6,7,8,10

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
I 19 5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

All the H-200 lessons are planned so that students can cook, buy from grocery stores and feel, taste, smell around their community. Visits are made to Police Station, Fire Station, snow trips, etc. Also, we use Sesame Street and Electric Co. Hour every day.

20.0 COGNITIVE DEVELOPMENT C p. 1-15 Bilingual Curriculum Report

* 20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
I Curric. Sec. L 16 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.1 1,2,3,4,5

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned
C 17-30 1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.2 4th-8th grade Language Arts Reading

*20.1 Continued experiences from 20.1 adapted to individual child's needs and level of achievement.

21.0 SELF-ESTEEM: 21.0 1,2,2,4,5,6,7, 8,10,12,14

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways

I p.19
Sec. II. Eval.

7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-pupils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older pupils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

check on Project Handbook on Curriculum guide p.25

23.0 BICULTURAL COMPONENT

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways

I p.19
Sec. M. Eval.

7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils
11-pupils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older pupils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

## 22.0 LEARNING STRATEGIES

22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

check on Project Handbook on Curriculum guide p.25

## 23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3,4,5,6

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above

C p.9

4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 1

If project mentions specific values or modes of behavior of
C 9 N-E.T culture, please summarize below: (or attach xerox)
found in document Pre-school., page # 9.
0-not mentioned

Pre-school--"The children experience difficulty in identifying with the other children and adults in the school situation. The families of these children are quite isolated within the community and so the children experience an impoverishment of experiences in either cultural community. Family units, for the most part, are strong and the children well cared for. Parents express concern about their children but are experiencing the same kinds of language and communication problems as their children."

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned

Busing

23.4 In the bicultural component knowledge of the N-E.T culture involves (mark all that apply) 23.4 ~~1,2,3,4,~~6,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from N-E.T or E.T
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 ~~1,2,3~~

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned

Busing

23.4 In the bicultural component knowledge of the N-NNT culture involves (mark all that apply) 23.4 ~~1,2,3,4,~~6,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNNT or NNT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 ~~1,2,3~~
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 1,2,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) — 24.3 3,4,5,6,7,8, 9,11

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· aws sent to mass media.
4-if articles included with project, check 4
C p.14 5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: — 24.4 3,6,8

0-type not specified
no-not sought
C Eval. Sec. II. p.15 1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
C p.14 8-project director personally seeks involvement of community in program. specify how I p.7 Bilingual Education Coordinator attending meetings of the Community Advisory Committee

24.5 The school keeps informed about community interests, events and problems through: — 24.5 1,4

no-no mention of school seeking to be informed about community
C p.15 1-meetings open to the entire community conducted in ~~both~~ Spanish ~~languages~~
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel coordinator
5-other (specify)
0-method not specified

24.6 The school is open to the community through: — 24.6 1,2,3

0-not mentioned
C p.14 no-school is not open to community for community use
1-opening school facilities to the community at large for use

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,6,8

C Eval. Sec. II. p.15

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)

C p.14

8-project director personally seeks involvement of community in program. specify how I p.7 Bilingual Education Coordinator attending meetings of the Community Advisory Committee

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,4

no-no mention of school seeking to be informed about community

C p.15

1-meetings open to the entire community conducted in ~~both~~ Spanish ~~languages~~
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel coordinator
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 1,2,3

0-not mentioned

C p.14

no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify) scheduled meetings with parents and others in the community

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,3,6

C p.9

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

Yuba County Welfare Dept. for Pre-School

Addendum--p.4

25.2 Project's impact: 25.2 1,2,3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2,3,4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
Introduction 1-once or twice during the year
Final Report 2-more than twice
Audit 3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
Final Report 1-once or twice during year
Audit 2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
C 19 1-A comparison group has been chosen
Sec. M 2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
1-Pre-tests have been given to project group or sample
Final Report 2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

Attachment # 1

**Project # 75 Marysville, California sent this questionnaire back with their Content Analysis Schedule verification as the one they use, developed by Las Cruces New Mexico.**

QUESTIONNAIRE

PARENT ATTITUDE TOWARD BILINGUAL EDUCATION

ACTITUD DE LOS PADRES ACERCA DE LA INSTRUCCIÓN BILINGÜE

Please mark one response for each of the following statements.
Márquese una respuesta para cada frase siguiente.

1. I feel that my child is getting .....
   Mi hijo(a) está recibiendo .....

   _____ a. a very good education.
   muy buena instrucción.

   _____ b. a good education.
   buena instrucción.

   _____ c. a poor education.
   instrucción inferior.

   _____ d. a very poor education.
   instrucción muy inferior.

2. In the past my child usually has received .....
   Anteriormente mi hijo(a) recibía .....

   (Do not answer if this is your child's first year in school.)
   (No se conteste si es el primer año de su hijo(a) en la escuela.)

   _____ a. a very good education.
   muy buena instrucción.

   _____ b. a good education.
   buena instrucción.

   _____ c. a poor education.
   instrucción inferior.

   _____ d. a very poor education.
   instrucción muy inferior.

3. I believe my child will continue to get .....
Creo que mi hijo(a) continuará recibiendo .....

_____ a. a very good education.
muy buena instrucción.

_____ b. a good education.
buena instrucción.

_____ c. a poor education.
instrucción inferior.

_____ d. a very poor education.
instrucción muy inferior.

4. My child is learning .....
Mi hijo(a) está aprendiendo .....

_____ a. many things about his heritage and culture.
mucho acerca de su herencia y cultura.

_____ b. some things about his heritage and culture.
algo acerca de su herencia y cultura.

_____ c. nothing about his heritage and culture.
nada acerca de su herencia y cultura.

5. School seems to be making my child .....
La escuela parece influir en mi hijo(a) a ser .....

_____ a. very friendly with children from other cultural backgrounds.
muy amigable con niños de otras culturas.

_____ b. friendly with children from other cultural backgrounds.
amigable con niños de otras culturas.

_____ c. the same in his friendliness toward children from other cultural backgrounds.
lo mismo en su amistad con niños de otras culturas.

_____ d. unfriendly with children from other cultural backgrounds.
poco amigable con niños de otras culturas.

_____ e. very unfriendly with children from other cultural backgrounds.
no amigable con niños de otras culturas.

6. It seems as though my child's teacher is .....
Parece que la maestra de mi hijo(a) está (es) .....

_____ a. very eager to talk to parents.
muy deseosa de platicar con los padres.

_____ b. eager to talk to parents.
deseosa de platicar con los padres.

_____ c. indifferent about talking to parents.
indiferente a platicar con los padres.

_____ d. reluctant to talk to parents.
renuente a platicar con los padres.

_____ e. very reluctant to talk to parents.
muy renuente a platicar con los padres.

7. I visit school .....
Visito la escuela .....

_____ a. 7 or more times a year.
7 o más veces al año.

_____ b. 5-6 times a year.
5 o 6 veces al año.

_____ c. 3-4 times a year.
3 o 4 veces al año.

_____ d. 1-2 times a year.
una o dos veces al año.

8. I am .....
Estoy .....

_____ a. very interested to hear about what is going on in school.
muy interesado en saber lo que pasa en la escuela.

_____ b. somewhat interested.
algo interesado.

_____ c. not interested.
desinteresado.

9. I feel that I am told .....
Creo que me dicen .....

_____ a. everything I want to know about my child's schooling.
todo lo que deseo saber de la instrucción de mi hijo(a).

_____ b. almost everything I want to know.
casi todo lo que deseo saber.

_____ c. very little of what I want to know.
muy poco de lo que deseo saber.

_____ d. nothing of what I want to know.
nada de lo que deseo saber.

10. Parents should be included .....
Se debe incluir a los padres .....

_____ a. much more in educational decision making.
mucho más en la formulación de decisiones educativas.

_____ b. more in educational decision making.
más en la formulación de decisiones educativas.

_____ c. about as much as they are now included in educational decision making.
como ahora se incluyen en la formulación de decisiones educativas.

_____ d. less in educational decision making.
menos en la formulación de decisiones educativas.

_____ e. much less in educational decision making.
mucho menos en la formulación de decisiones educativas.

11. School seems to be .....
La escuela parece .....

_____ a. helping my child like himself more than before.
ayudar a mi hijo(a) a estimarse a sí mismo más que antes.

_____ b. making no difference in my child's attitude toward himself.
causar ningún cambio en la actitud de mi hijo(a) hacia sí mismo.

_____ c. making my child like himself less than before.
hacer a mi hijo(a) a estimarse a sí mismo menos que antes.

12. My child seems to be .....
Mi hijo(a) está (es) .....

_____ a. very happy in school.
muy contento en la escuela.

_____ b. happy in school.
contento en la escuela.

_____ c. indifferent about school.
indiferente acerca de la escuela.

_____ d. unhappy in school.
descontento en la escuela.

_____ e. very unhappy in school.
muy descontento en la escuela.

13. How well do you understand what the school is trying to do for your child?
¿Cuánto sabe usted de lo que la escuela está tratando de hacer por su hijo(a)?

_____ a. quite well.
mucho.

_____ b. a little.
poco.

_____ c. not at all.
nada.

14. For my child, speaking, reading, and writing the English and Spanish languages would be .....
Para mi niño, el poder hablar, leer y escribir inglés y español sería .....

_____ a. a great advantage.
una ventaja enorme.

_____ b. an advantage.
una ventaja.

_____ c. no advantage.
ninguna ventaja.

_____ d. a great disadvantage.
una desventaja enorme.

15. The ability to understand, speak, read, and write more than one language makes .....
La habilidad para comprender, hablar, leer y escribir más de una lengua .....

_____ a. a good job with a high salary easier to get.
le facilita a uno conseguir un buen empleo con buen sueldo.

_____ b. no difference in job or salary.
no ayuda a uno a conseguir un empleo con buen sueldo.

_____ c. a good job with a high salary harder to get.
le dificulta a uno más conseguir un buen empleo y buen sueldo.

Attachment #2

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Bilingual Education Program

REPORT ON HOME VISIT

Child:_____ Date:_____

Family:_____ Telephone:_____

Address:_____ Originally From:_____

How long at this address?_____ Previous Home:_____

Child's Birthdate:_____ Child's Birthplace:_____

School:_____ Grade_____ Teacher_____

Language used in home

Father_____ Percent of time_____

Mother_____ Percent of time_____

Grandparent_____ Percent of time_____

Ocupation of parents:

Resident:_____ Migrant:_____

Father_____ Business Address:_____

Mother_____ Business Address:_____

Education of parents:

Father_____ Mother_____

Approval of Bilingual Program: Yes_____ No_____

Reasons:_____

_____

_____

Home Visit made by:_____ Length of Visit:_____

Section J (cont'd)

Teaching the Bilingual Child

The course, Teaching the Bilingual Child, will explore the nature of bilingualism, its effect upon intellectual growth, and its relationship to language development. The impact of bilingual experiences upon personality, motivation and achievement will be discussed. Implications for curriculum at the primary and secondary levels of instruction will be examined.

Methods

The course will be presented by lectures, discussions, readings and assigned projects.

Schedule

First week

1. Bilingualism defined
2. Varied views on bilingualism -
   the teacher, the psychologist, the neurologist, the learning theorist
3. A review of research on bilingualism
4. Sources of conflicts and confusions for bilingual learners

Second week

1. Bilingualism and intellectual growth
2. Experience and dual language learning
3. Relationship between language and thought
4. Learning theories and bilingualism

Third week

1. Language and affect
2. Language and cultural influences
3. Motivation and achievement through the use of native language
4. Language and self-esteem

Fourth week

1. Using the language of the learner in the instructional program
2. Achievement through mastery of both languages
3. Interference - the central problem of the bilingual learner
4. An experimental bicultural bilingual curriculum

Section J (cont'd)

Teaching Reading to Spanish-speaking Pupils

Teaching Reading to Spanish-speaking Pupils will define the nature of the reading process in the vernacular and in second language learning. Materials and techniques for presenting sound-symbol correspondences in Spanish and for the introduction and maintenance of reading skills in the native language will be given. Reading approaches to the second language, English, will be suggested and reading problems will be noted in both the primary and secondary classrooms.

Methods

This course will be presented by means of lectures, demonstrations, discussions, readings and assigned projects.

Schedule

First week

Reading in the Vernacular
- The reading process
- The developmental nature of reading
- Pre-reading background
  - Listening
  - Perception
  - Experience
  - Oral language

Second week

Introducing Reading - Approaches
- Relationship between speech and print
- Sound symbol correspondences
- Skills development
  - word recognition
  - word analysis

Third week

Reading for Meaning
- Comprehension skills
- Vocabulary expansion
- Activities for the practice and maintenance of skills
- Reading in subject areas

Fourth week

Literacy in Two Languages
- Evaluation of pupil progress
- Transfer of reading skills to English
- Interference - sounds and symbols
- Criteria for materials and techniques

## RATIONALE FOR A BILINGUAL APPROACH

Any experimental curriculum must grow out of logic and reason based upon theoretical and practical consideration of the nature of learners, the learning tasks, the education of teachers, the school community and a multitude of other variables. The decision to engage fully the Spanish language background and the cultural heritage of Mexican-American pupils proceeds from a conviction that the school is a verbal world; that these verbal demands include oral and written language; and that failure to control the language of the school reduces the amount of knowledge and information available to pupils. This viewpoint places great emphasis upon the communication skills of listening, speaking, reading and writing in the native language of the learner. His own language provides the foundation for literacy; his encounters with the school environment are mediated by his native speech; his concepts are acquired, clarified, labeled, stored and recalled through the use of his personal system of language symbols. His sense of identity and self-worth are enhanced by the acceptance and valuing of his language and culture.

It appears very reasonable to offer the following statements as a logical framework to support a curriculum design whose essential feature is the use of the pupils' native language, Spanish.

1. The learning of one's mother tongue takes place in the intimacy of one's family and carries with it memories, feelings and emotions which become part of the self.

2. Acceptance and valuing of the pupils' native language nurtures feelings of acceptance and valuing of self and family.

3. Human beings learn to listen and to speak before they learn to read and to write. Thus, the natural order of language learning is listening, speaking, reading and writing.

4. There is an important relationship between oral language and its written form for print depends for its existence upon the prior existence of speech.

5. It makes sense to read first the language which has been mastered in its oral form.

6. Learning to read and to write in Spanish makes full use of the mastery of sound and structure of the native language which Spanish speakers possess. The introduction of the written form of a second language, English, demands unrealistically, responses to a sound and structure not sufficiently controlled in its oral form.

Section K (cont'd)

7. Use and refinement of one's native language opens up the content areas of mathematics, science, literature and all other facets of the curriculum which demand the processing of information presented through print.

8. A broad base of oral language should support any writing system to be learned if both oral and written language proficiency are the goals.

9. There are many possibilities for positive transfer later to the reading of English after literacy is achieved in Spanish. These transfer elements stem from the commonalities in the reading process as well as the attitudes of learners who have been successful and who know they are literate.

10. In today's world, there is a tremendous need to encourage literacy and language proficiency in many idioms. Many of the future linguists of the nation may be found among this Mexican-American segment of the school population.

Section L.

Objectives for the Proposed Experimental Curriculum in Bilingual Education

There are six objectives of the proposed program. These may be stated as follows:

1. To provide expanded encounters with the environment so that concepts may be acquired and clarified.

2. To extend and refine the oral production of the native speech of the pupils.

3. To develop literacy in the native language of the learner.

4. To present the sounds and structures of English for second language acquisition in its spoken form.

5. To offer literacy in the second language commensurate with mastery of oral English.

6. To support achievement in the content areas of arithmetic, science and social sciences through use of the native language to mediate meaning.

In addition to these objectives, other goals of the proposed program may be stated as these:

1. To enhance the pupils' self-esteem through the provision of success experiences.

2. To nurture a sense of pride in the pupils' language, heritage and culture through the inclusion of Spanish in the curriculum.

3. To prevent discouragement, failure and dropouts among pupils who have often felt alienated in the traditional curriculum.

4. To insure achievement in the subject areas sufficient to prevent educational retardation while pupils are gaining control of the oral and written forms of the language of the curriculum offered in English.

5. To create opportunities for developing truly literate, functional balanced bilingual citizens.

Section L (cont'd)

CURRICULUM

The proposed experimental program will consist of six components especially designed to meet the six educational objectives previously stated. These components are the following:

1. Expanded experiences with the environment so that concepts may be acquired and clarified through

   (a) field trips, excursions, visitors (zoo, circus, bakery, supermarket, dairy, nature walks, trip to the city, fire department, post office, airport)

   (b) filmstrips, motion pictures, pictures, realia (materials will be pictorial with music accompaniment or substitute narration in Spanish).

2. Improvement and extension of the native language, Spanish, so that the mother tongue may be refined through

   (a) one hundred oral lessons in Spanish based upon the Ann Arbor, Michigan materials prepared by the Foreign Language Innovative Curriculum Series Committee (lessons consist of dialogues, games, jingles, rhymes, stories and other language activities especially designed to improve the speech patterns of Spanish-speaking pupils)

   (b) stories, conversation, poetry provided by the teacher aide and/or teacher if she is a native speaker.

3. Literacy in Spanish so that pupils may make use of printed materials in their native language through

   (a) reading readiness activities in Spanish

   (b) sound-symbol correspondence lessons

   (c) skill development in using structure and context clues in reading

   (d) reading vocabulary development and enrichment

   (e) comprehension skills and study skills (materials will include those developed by Eleanor Thonis, adaptation in Spanish of suitable existing materials, modification of language experience approach of Van Allen, individualized re reading using trade and library books in Spanish.)

4. Proficiency in oral English will stress listening comprehension and speaking fluency through

   (a) the use of the expanded H200 materials developed at U.C.L.A. consisting of records, tapes, lesson plans and teaching manual

   (b) the use of listening posts, tape recorder, records, storytelling and other oral English activities in which the native speaker of English serves as the model

Section L (cont'd)

(c) the informal exchange among English speaking peers in a variety of games, physical education classes, art and music experiences accompanied by English.

5. Literacy in English commensurate with the language strengths and development of the learners through many approaches to reading

(a) Miami Linguistic Readers
(b) Van Allen Language Experiences
(c) Sullivan Associates Programmed Readers
(d) Holt Rinehart Winston Kinder Owls Series
(e) Library Books
(f) Phonic Games
(g) Copying and Writing Activities
(h) Dolch Sight List Vocabulary
(i) Picture Dictionaries
(j) Individualized Reading

6. Achievement in the subject matter areas of arithmetic, science, social science and other content specialities as appropriate through

(a) manipulative materials for developing quantitative concepts
(b) Holt, Rinehart Winston Ejercicios, Levels I and II (new math in Spanish)
(c) adaptations in Spanish of existing materials at suitable levels, particulary problem solving activities, following instructions to reach a solution
(d) practice in the appropriate computational skills
(e) science concepts developed through many media and explained in Spanish--weather, time, insects, seasons, rockets and other science activities presented by

(1) demonstrations
(2) charts
(3) films, filmstrips
(4) discussion
(5) exploration

(f) health and safety practices presented pictorially and verbally in Spanish including

(1) dental health
(2) foods
(3) fatigue and rest
(4) grooming
(5) personal habits
(6) traffic safety
(7) playground rules
(8) bus routine

(g) social science concepts covering the family, neighborhood, community, services, people who provide services, through

(1) oral discussion
(2) charts
(3) displays
(4) bulletin boards
(5) pictures
(6) visitors and visits as appropriate

(h) art, music and literature activities as appropriate including

(1) a variety of art media
(2) records, piano, dance, guitar, tape recorder
(3) poetry, stories, folk and fairy tales, books (Folk Tales of Mexico)